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ABSTRACT

This document is a report on the activity of Texas Teacher Centers over a two-year period. The two-year study that this report is part of had as its focus assessing the activity of the teacher centers and the degree of awareness and use of concepts and products developed by the School-Based Teacher Educator Project. The stated goals of this project include developing a set of competency specifications for school-based teacher educators, training and recognizing experienced teachers for this role, and, in the process, encouraging cooperation among Texas teacher centers. Three questionnaires were sent to the centers over this period of time, and this report presents the results of the third questionnaire. Two basic questions, with several subquestions, were asked: (1) What is the present state of the scene in Texas Teacher Centers? and (2) What is the extent of dissemination of School Based Teacher Educator concepts and products twenty months after initiation of the Project? Replies to the questionnaire are tabulated and evaluated. A sample of the questionnaire is appended. (JD)

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THE PRESENT STATE OF THE SCENE, IN TEXAS TEACHER CENTERS, WITH SPECIAL ATTENTION TO THE EFFECTS OF THE SCHOOL-BASED TEACHER EDUCATOR PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Gene E. Hall and Susan F. Loucks

Spring 1977

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Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

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THE PRESENT STATE OF THE SCENE IN TEXAS TEACHER CENTERS, WITH SPECIAL ATTENTION TO THE EFFECTS OF THE SCHOOL-BASED TEACHER EDUCATOR PROJECT

Gene E. Hall and Susan F. Loucks

INTRODUCTION

This document is the fourth in a series of Teacher Center evaluation reports prepared by the Research and Development Center for Teacher Education at the University of Texas at Austin. This report is based on data collected from a questionnaire mailed to a representative sample of the members of Teacher Centers in Texas in late April 1977. The two-year study that this report is part of has had as its focus assessing the state of activity of Texas Teacher Centers and the degree of awareness and use of concepts and products developed by the School-Based Teacher Educator Project, which is supported by the Fund for the Improvement of Post-Secondary Education and based at the University of Houston.

The School-Based Teacher Educator Project is an action-oriented effort that has been developing concepts, procedures, and materials for the training of school-based teacher educators. The goals of the project include: "developing a set of competency specifications for school-based teacher educators, training and recognizing experienced teachers for this role; and in the process, encouraging cooperation among Texas Teacher Centers (Houston, Cooper, Warner, Johnston, Stell, & Turner, 1975)."

Teacher Centers in Texas are organized around several different structures which prohibit developing a simple overall description. In this study, the "'72 standards" cooperative Teacher Centers were selected as the basic units. These Centers are the result of a 1972 legislative act to foster cooperation between colleges/universities, school districts, and professional associations. There are also student Teacher Centers established by legislation (Senate Bill 8 in 1970), which are essentially contractual agreements between a single school district and a single college/university. In operation, these two types of Teacher Centers are often combined; in other instances, there is overlapping membership, making any study of Texas Teacher Centers a complex effort from the onset.

In this study, the Texas R&D Center has had the opportunity to learn more about Texas Teacher Centers, to serve as the outside formative evaluator and as change/dissemination consultants to the SBTE Project, and to capitalize on a unique research opportunity. The research opportunity has been the chance to study the dissemination of an innovation as it is occurring rather than conducting the more typical post hoc study.

The study is now two years old. The SBTE project began in the summer of 1975 and is nearing completion of its second year. The sample for the study was identified in August of 1975 and the first survey mailed and analyzed in September 1975 (Hall, Loucks & George, 1975). That survey focused on assessing the "state of the scene" in Teacher Centering in Texas, surveying SBTE-related needs and activities, and assessing dissemination factors.

A second questionnaire was mailed to the sample in the Spring of 1976 (Loucks & Hall, 1976). This questionnaire focused on Teacher Center activities during the year, on Teacher Center networking, and on the rate and extent of SBTE dissemination.

This report is of the third questionnaire mailed in late April 1977 to the same sample. This questionnaire and report focuses on the activities and networking of Texas Teacher Centers two years later and on the effects of the SBTE project dissemination strategies. This report is organized around two basic questions and several subquestions:

Question A. What is the present state of the scene in Texas Teacher Centers?

1. What is the stability of Teacher Center membership?
2. Has the activity of Teacher Centers increased during the twenty months of the project?
3. Has the amount of networking of Teacher Centers in Texas increased during the twenty months of the project?

Question B. What is the extent of dissemination of SBTE concepts and products twenty months after initiation of the project?

1. To what extent has the label "SBTE" been disseminated across the state?
2. How valid is the understanding of the meaning of the SBTE concept?
3. When did the respondents first hear of SBTE?
4. Where did the respondents hear of SBTE?
5. What is the level of awareness and use of SBTE project products?

PROCEDURES

In collaboration with the SBTE project staff, a set of evaluation questions was developed. These questions were an attempt to focus thinking and to clarify description of the important variables to be assessed. A questionnaire was developed and reviewed. This questionnaire was then mailed to the previously identified sample.

The Present Questionnaire

The questionnaire focused on the evaluation questions and subquestions listed above. Items are of several types including open-ended, Likert scale, and dichotomatic choices. Several items were retained from the previous two questionnaires. These items are related to key variables that were to be followed over the two years of the project. A copy of the questionnaire is included as Appendix A.

A cover letter accompanied the questionnaire (see Appendix B) in which the purpose of the study was, for the first time, publicly stated. In the past, as an attempt to reduce respondent bias, the study was presented as solely a UTR&D research study on Teacher Centers. In the present survey, the collaborative nature of the study with the SBTE project was stated.

Sample

In the summer of 1975, officials at the Texas Education Agency provided a list of the official Teacher Center contact persons. Each contact person was asked by the R&D Center staff to nominate from ten to fifteen individuals who were active in their Teacher Center and who represented a cross-section of the participating institutions and associations (i.e., colleges and universities, school districts, regional service centers, professional organizations, etc). Of the sixty-eight contact persons, forty-five (68%) returned lists

totaling 513 individuals to be contacted (Hall, Loucks, & George, 1975).

This same list of 513 individuals comprised the sample for the Spring 1976 survey and for the survey reported herein. In the first survey, there was a 57% return (294 respondents), the second a 41% return (211 respondents), and in this survey, a 43% return (222 respondents). Following each survey, a brief feedback letter was mailed to all individuals.

For optimal comparisons between the three surveys, a stable sample would have been desirable. Unfortunately, although questionnaire return rate varied only a small amount, the individuals who completed the questionnaires varied. Table 1 indicates how many individuals returned which questionnaires.

TABLE 1

Number of Respondents Returning
Each Combination of the Three Questionnaires

Questionnaire(s) Returned	Number of Respondents
September 1975, Spring 1976, Spring 1977	94
September 1975, Spring 1976	52
September 1975, Spring 1977	51
Spring 1976, Spring 1977	32
September 1975 only	68
Spring 1976 only	31
Spring 1977 only	43
None Returned	141

Several attempts were made to explore whether the three different samples represented different populations of Teacher Center members. First, the geographic locations of respondents were compared. Figures 1, 2, and 3 illustrate the locations of respondents to the three questionnaires, respectively. It appears that, although the respondents were not the same each time, those

FIGURE 1

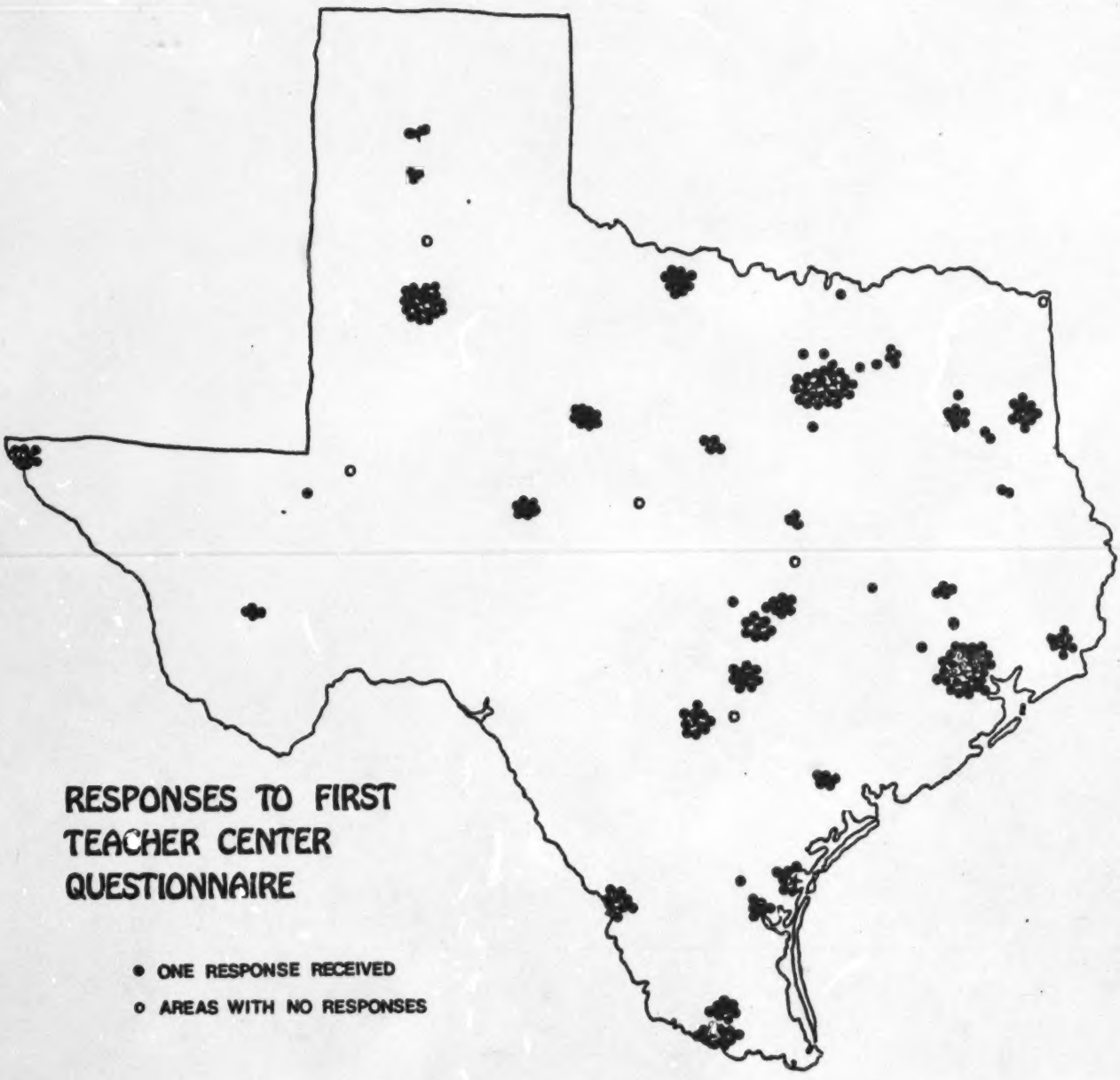

RESPONSES TO FIRST
TEACHER CENTER
QUESTIONNAIRE
• ONE RESPONSE RECEIVED
o AREAS WITH NO RESPONSES

FIGURE 2

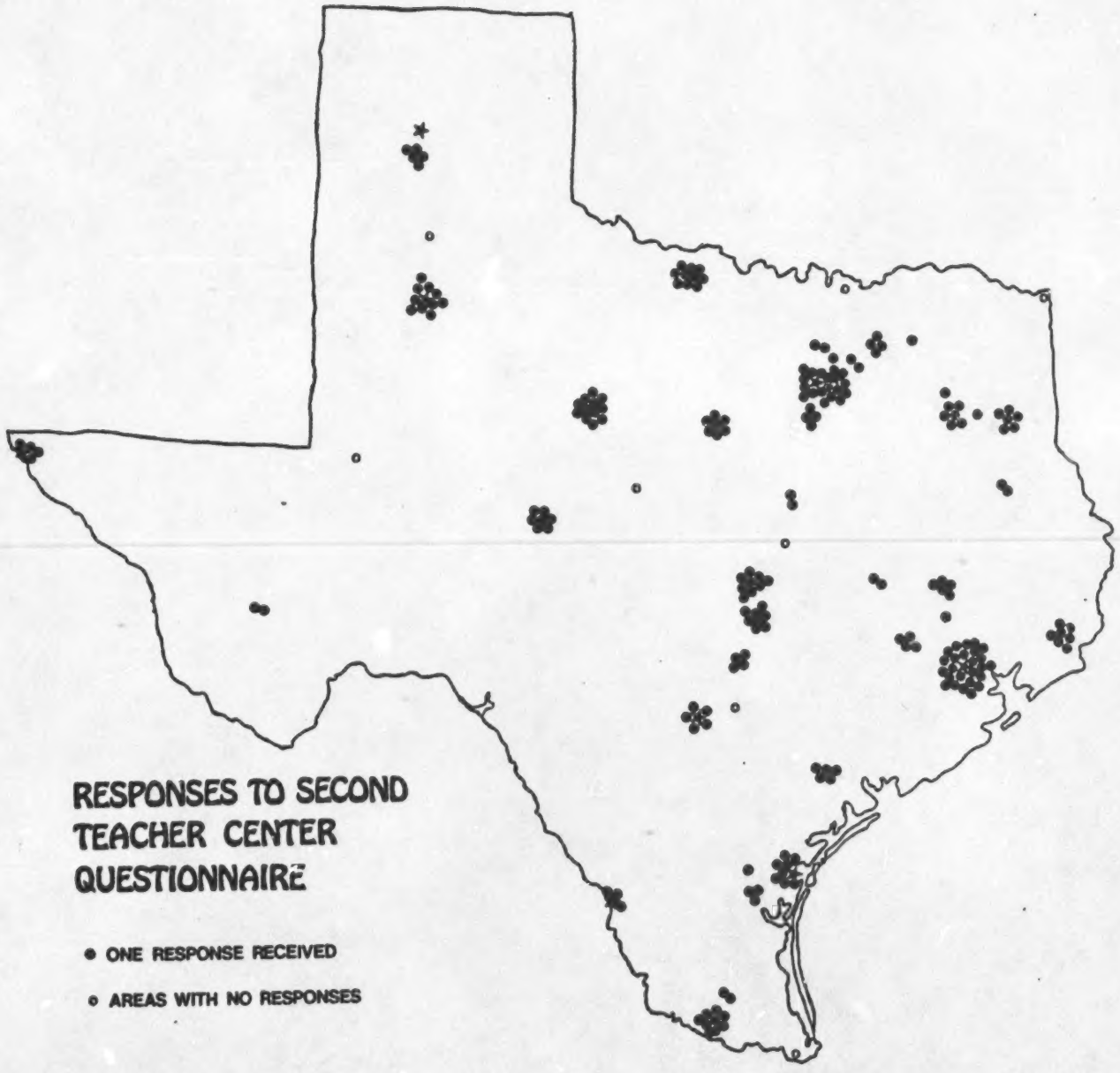

RESPONSES TO SECOND
TEACHER CENTER
QUESTIONNAIRE
● ONE RESPONSE RECEIVED
○ AREAS WITH NO RESPONSES

FIGURE 3

RESPONSES TO THIRD
TEACHER CENTER
QUESTIONNAIRE
■ ONE RESPONSE RECEIVED
□ AREAS WITH NO RESPONSES

who responded were generally distributed the same geographically.

The actual Teacher Centers represented in the current survey were compared to those noted in responses to the first questionnaire. Although some consistency existed, there was significant variation in the number of responses by Teacher Center. Those Teacher Centers which had ten or more respondents to the first and last questionnaires are illustrated in Table 2.

TABLE 2

Teacher Centers with Ten or More Respondents

September 1975	Spring 1977
Midwestern University TC	Midwestern University TC
Southwest Texas State TC	Southwest Texas State TC
University of Houston at Clear Lake City TC	University of Houston at Clear Lake City TC
Abilene TC	Abilene TC
University of Houston TC	Lamar University TC
Harrison County TC	Dallas TC
	Pan Am University TC

FINDINGS

In interpreting the findings of this and previous Teacher Center surveys, a degree of caution must be exercised. This largely concerns overgeneralizing since the sample is not known to adequately represent members of Texas Teacher Centers. As noted in the Sample section, the pool of respondents to each questionnaire was not representative geographically or equally representative of each TC, nor was that pool the same for each of the three surveys. The following findings must be viewed with this in mind.

Question A: What is the Present State of the Scene in Texas Teacher Centers?

Three questions were asked by this study in an attempt to describe Teacher Centering in Texas at the present time, and also to describe how it has changed in the past eighteen months:

1. What is the stability of Teacher Center membership?
2. Has the activity of Teacher Centers increased during the twenty months of the project?
3. Has the amount of networking of Teacher Centers in Texas increased during the twenty months of the project?

Responses to each question have implications for the School-Based Teacher Educator Project, as well as for other projects which seek to use Texas Teacher Centers as vehicles for development, diffusion, and implementation of their products.

Question 1: What is the stability of Teacher Center membership? As noted previously, the September 1975 questionnaires were sent to individuals nominated by the official contact persons. These lists were to be of a cross-sectional sample of individuals involved in their Teacher Center. Thus, 100% of the sample can be assumed to be involved at that time. In April 1977, these same individuals were asked about their present involvement:

Are you currently involved with a Teacher Center?	
78% yes	22% no

Thus, in eighteen months (although only one school year difference), nearly one fourth of the respondents had become uninvolved, suggesting a significant, although not wholesale, turnover in annual Teacher Center membership.

Another question, which was also asked in the two previous questionnaires, probed for tenure as a Teacher Center member:

How long have you been working (or did you work) with your Teacher Center?

	less than 1 year	1-2 years	3-4 years	more than 4 years
September '75	7%	42%	36%	15%
Spring '76	2%	35%	49%	22%
Spring '77	1%	20%	44%	34%

These responses show that those who responded to the questionnaires became increasingly more experienced, indicating only that the respondent group was stratified by experience essentially the same throughout the eighteen months of surveying. However, these responses also point out that a majority of the sample from the start had had significant experience with Teacher Centering (three or more years), an indication of some stability on Teacher Center membership.

These data in combination with the previous item might suggest that there is a core of long-term Teacher Center personnel, while others rotate in and out on an annual or biannual basis.

Question 2: Has the activity of Teacher Centers increased during the twenty months of the project? Three questions were asked on the current and previous questionnaires to assess the extent of Teacher Center activity:

How often did your Teacher Center Board meet during this year?

	never	once or twice	about once every two months	once a month or more often	don't know
Spring '76	1%	30%	45%	24%	
Spring '77	3%	22%	36%	24%	14%

How often have you been in Teacher Center meetings during the 1976-77 year?

	never	once or twice	about once every two months	once a month or more often
September '75	4%	36%	35%	25%
Spring '76	6%	27%	43%	24%
Spring '77	18%	27%	34%	21%

Do you consider your Teacher Center to be:

inactive	_____:_____:_____:_____:_____				extremely active
September '75	4%	10%	29%	35%	21%
Spring '77	4%	10%	28%	31%	27%

There appears to have been relatively little change in activity of Teacher Centers. The apparent decrease in board meetings and frequency of Teacher Center meetings may be accounted for by the fact that 22% of the sample are no longer involved in Teacher Centers. There is a noticeable trend in assessed activity toward being extremely active.

Question 3: Has the amount of networking of Teacher Centers in Texas increased during the twenty months of the project? Networking was assessed by determining the extent of knowledge about other Teacher Centers, the extent of contact and/or collaboration with other Teacher Centers, and the attitude towards networking activities. It appears from the following data that knowledge about the activities of other Teacher Centers has neither increased nor decreased significantly in the past eighteen months. Nearly 80% of the sample still knows about five or fewer Teacher Centers.

For how many Teacher Centers in Texas do you have at least a limited knowledge of their activities?

	September '75	Spring '76	Spring '77
all of them (55-64)	0%	1%	
all but a few (45-54)	1%	1%	1%
more than half (35-44)	0%	1%	1%
about half (25-34)	1%	2%	3%
less than half (16-24)	2%	3%	2%
many (11-15)	2%	2%	2%
several (6-10)	13%	11%	14%
only a few (3-5)	30%	36%	22%
a couple (1-2)	23%	20%	30%
none other than my own	29%	23%	26%

During this school year, what other Teacher Centers in Texas have you personally had contact with?

	named no Teacher Centers	named 1 Teacher Center	named 2 Teacher Centers	named 3 Teacher Centers	named 4 Teacher Centers
September '75	62%	20%	11%	4%	2%
Spring '77	76%	15%	5%	1%	4%

There appears to have been a decrease in the number of contacts with other Teacher Centers.

Those contacts that there are between Teacher Centers have appeared to shift somewhat during the time of the surveys. Figures 4, 5, and 6 illustrate communication channels, plotted from responses to this item. In general, West Texas, East Texas, and the Valley all appear to be more isolated now than before. As before, the strongest Centers of communication involve the Houston and Dallas area Teacher Centers.

FIGURE 4

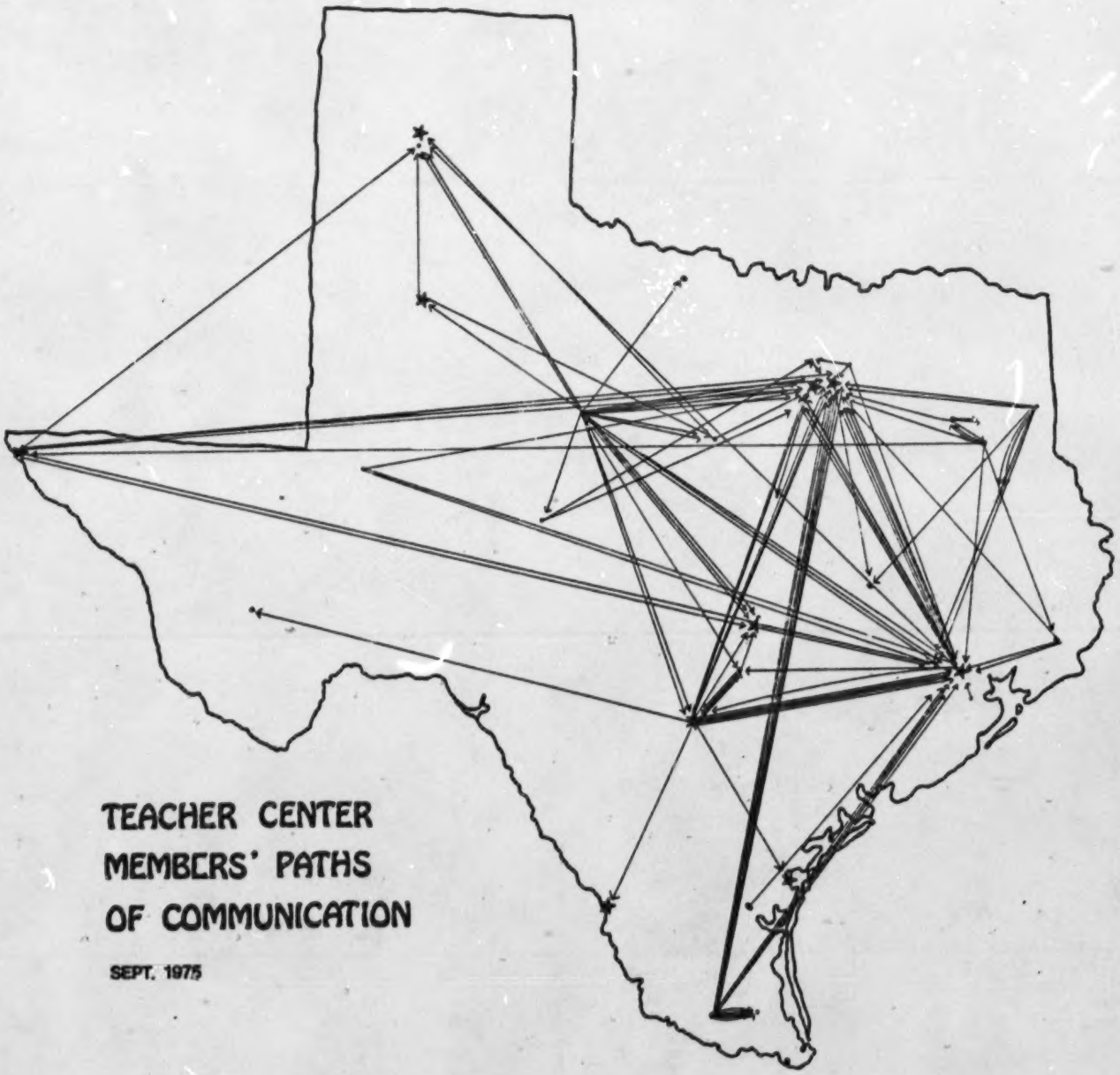


FIGURE 5

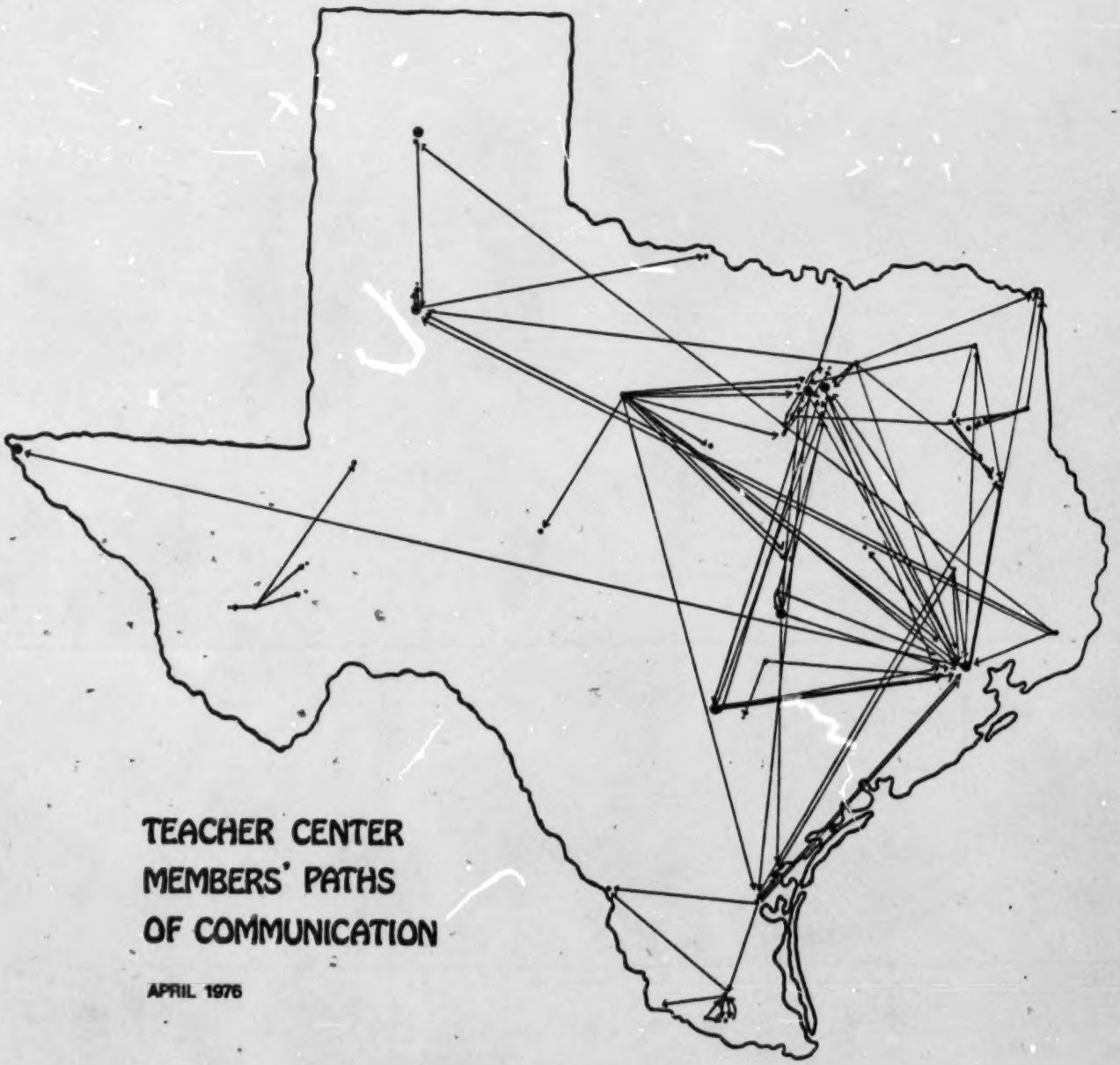
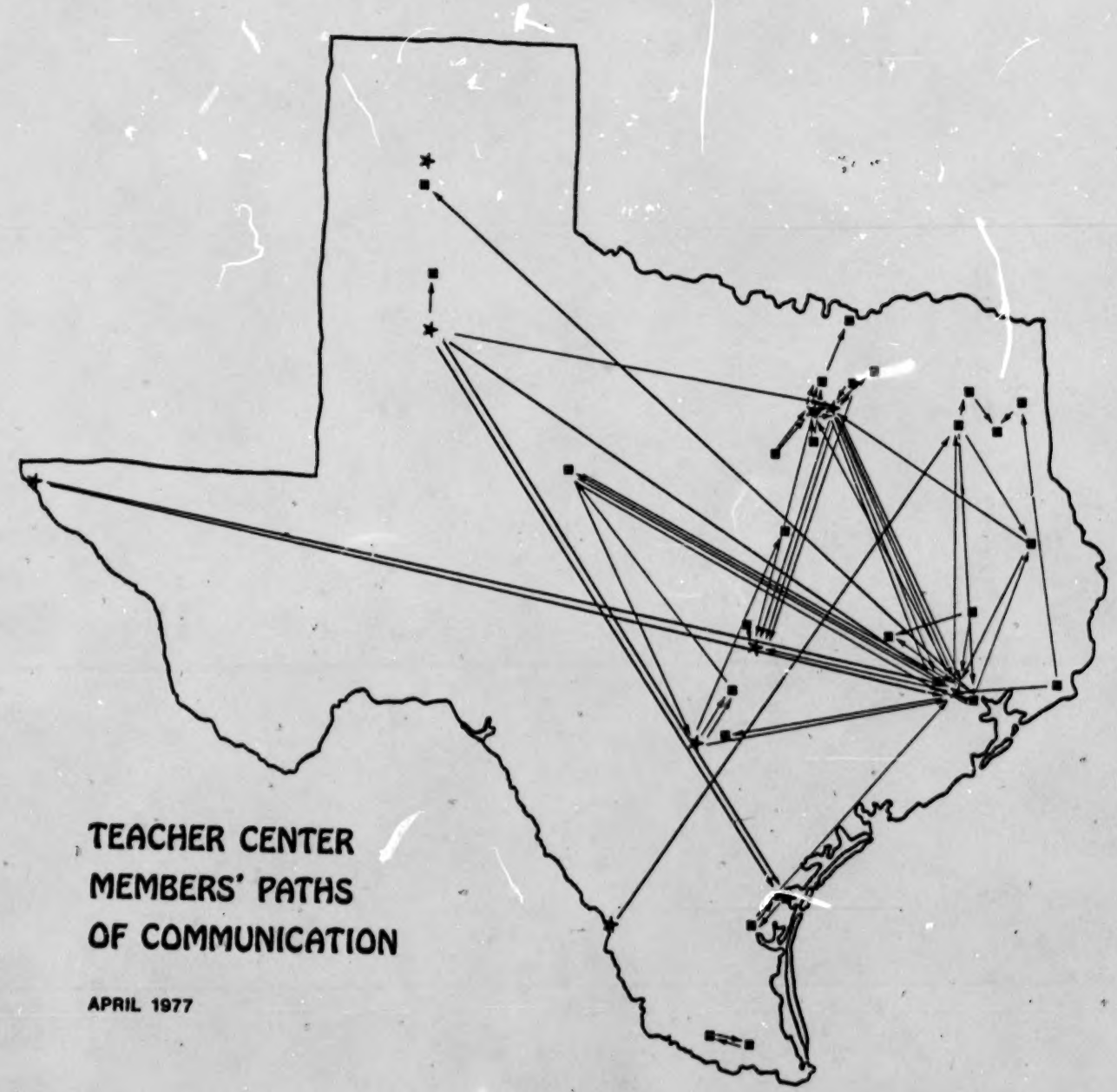


FIGURE 6



When asked what topics were discussed in the contacts that were made, respondents to the current questionnaire listed many. The majority of topics dealt with field experiences, including student teacher evaluation and assignment, and supervising teacher selection, training, competencies, and assessment. Other topics of discussion included teacher certification, institutional accreditation, staff development, operation and financing of the Teacher Center, and content areas such as vocational education and reading. The topic of SBTE was mentioned ten times out of 135 responses.

Does your Teacher Center collaborate with any other Teacher Center(s)?

	Yes	No
Spring '76	34%	66%
Spring '77	34%	66%

An equal number of respondents indicated collaboration with other Teacher Centers over a year's time. When asked to list the Teacher Centers collaborated with, the current questionnaire respondents named twenty-six different Centers. These were widely scattered throughout the state, with only eight mentioned more than once. Of these eight, Houston was mentioned fifteen times, with Region VII having the next highest at four. Dallas and North Texas were noted three times each. Six respondents noted membership in a Teacher Center network. Respondents to the Spring 1976 questionnaire had indicated twenty-seven different Teacher Centers, but none were listed more than four times. In this questionnaire, there were only two references to the SBTE network.

A final question tapped attitudes toward the networking of Teacher Centers:

Do you think that a network of Texas Teacher Centers is a useful idea?

	Yes	No
Spring '76		
Formal network	56%	44%
Informal network	90%	10%
Spring '77	88%	12%

Enthusiasm for networking still remains considerable.

Question B: What is the Extent of Dissemination of SBTE Concepts and Products Twenty Months After Initiation of the Project?

The SBTE project began early in the summer of 1975. At that time, the concept label School-Based Teacher Educator and its acronym "SBTE" were assumed to be new and unusual terms. No SBTE reports, modules, or newsletters existed at that time. Twenty months later, the project is nearing the completion of two years of research, development, and dissemination activities. To what extent has the project's work been disseminated to its primary target audience, the members of Texas Teacher Centers?

The data were analyzed to provide answers to five subquestions, each of these questions addressing a part of the major question.

Question 1: To what extent has the label "SBTE" been disseminated across the state? Due to the newness of the concept label "SBTE," it was decided at the onset to use it as a tracer. By following the developing awareness of "SBTE" as a label, the effects of the dissemination strategies could be inferred. Therefore, on each of the three mailed questionnaires, there was the item "Have you ever heard of SBTE?". In this last questionnaire, since the concept was explained in the cover letter, the item was adjusted slightly.

Have you ever heard of SBTE (other than in our questionnaire)?

	Yes	No	Responding
September '75	6%	94%	91%
Spring '76	50%	50%	96%
Spring '77	69%	31%	99%

The response to this item provides overwhelming documentation of the effects of the SBTE project. There was an enormous increase in the percentage of respondents saying that they had heard of SBTE in the eight months between the first and second questionnaires. During the following twelve-month period, between the second and third questionnaires, an additional 19% of the sample are indicating awareness. It is interesting that the percentage responding to this item also increased over the three periods.

Figures 7 and 8 illustrate the diffusion of the acronym "SBTE." The X's in Figure 7 point out the locations of the few individuals who knew what SBTE meant in September 1975; the dots in the same figure represent the spread by Spring 1976. Figure 8 illustrates the state of diffusion one year later, Spring 1977.

The SBTE tracer appears to have worked, as have the dissemination strategies used by the project.

Question 2: How valid is the understanding of the meaning of the SBTE concept? Indicating that one has heard of SBTE does not provide information about the extent of awareness or the validity of the respondent's knowledge. Therefore, a follow-up question was asked, "What does it mean?"

One hundred twenty-four (58%) of the respondents responded to this open-ended question. Most wrote "School-Based Teacher Educator" or "School-Based Teacher Education." Ninety-eight (79%) of the respondents provided a valid

FIGURE 7

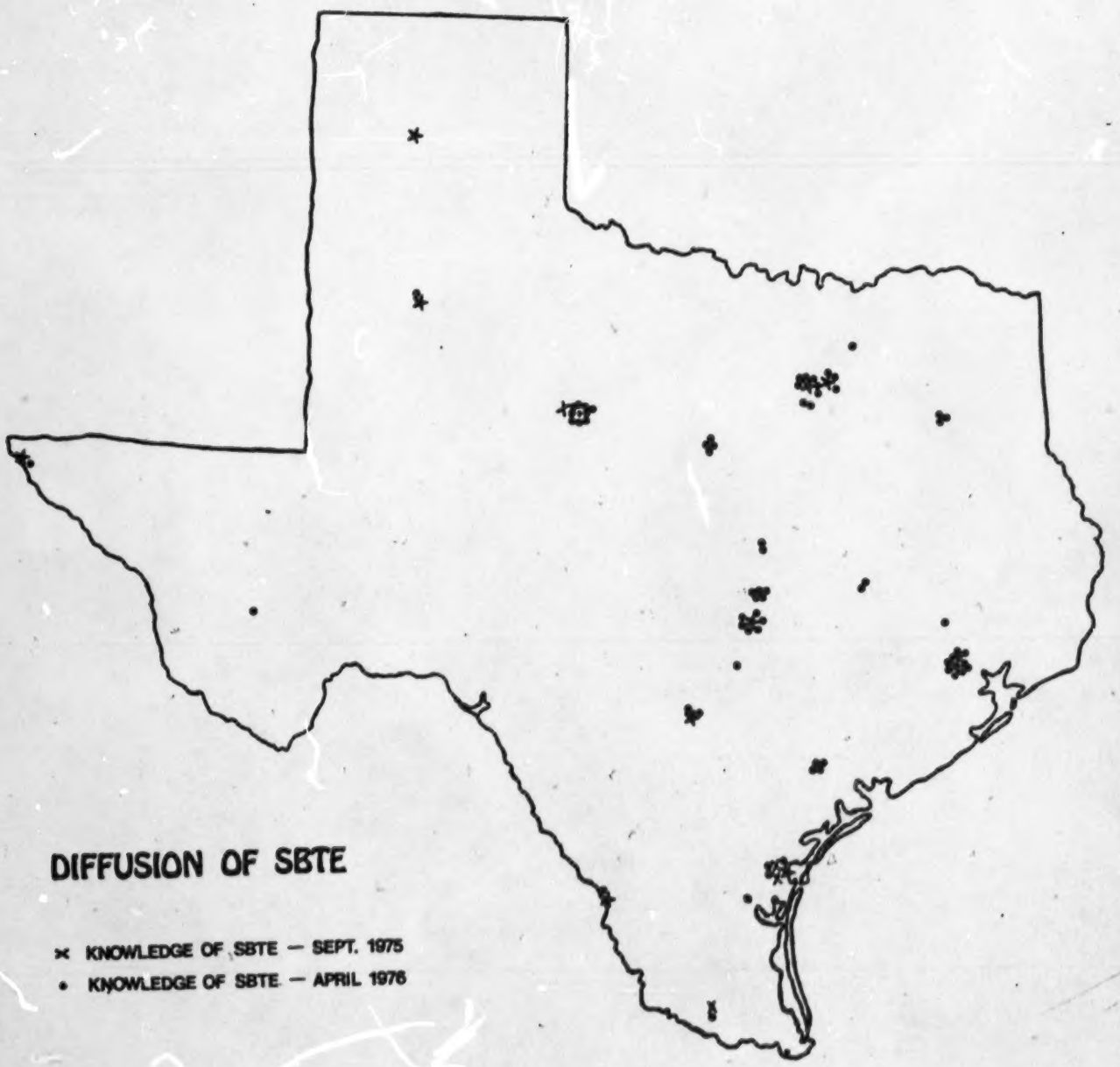
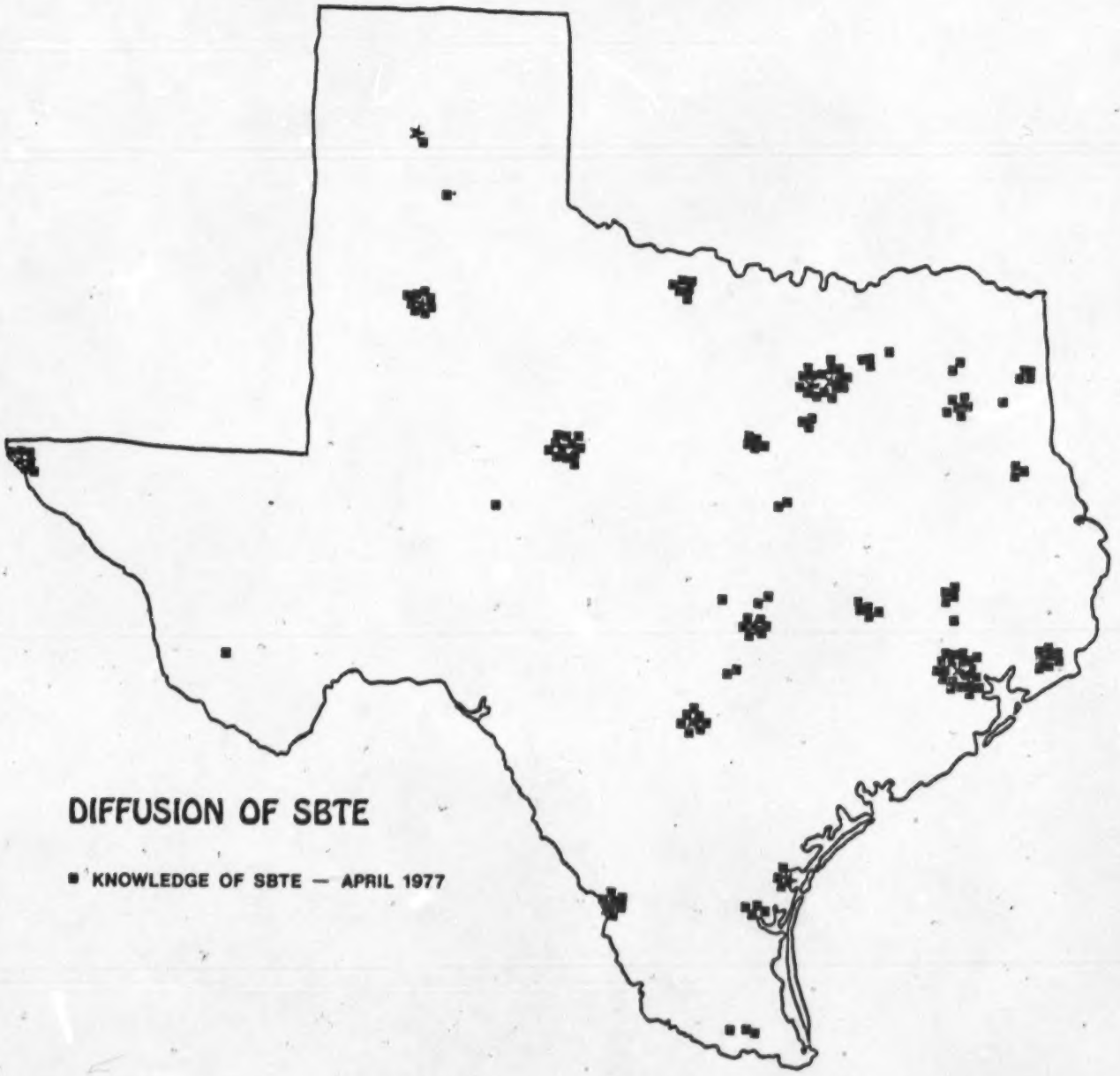

DIFFUSION OF SBTE
× KNOWLEDGE OF SBTE — SEPT. 1975
• KNOWLEDGE OF SBTE — APRIL 1976

FIGURE 8



answer. A few responses were more detailed:

> Training and recognizing programs for pre- and inservice school district based personnel who are engaged in training teachers.

Twenty-six (21%) of the responses were wrong, or not sufficiently clear to be judged. Several wrote "Student based teacher education." One was more editorial, "Bureaucracy in its worst form," and there was one original "Southern Baptist Technological Equinox."

It appears that by far the majority at least have minimal knowledge of what the SBTE acronym is about.

Question 3: When did the respondents first hear of SBTE? Another follow-up question for those who reported having heard of SBTE was "If you have, when?" The responses to this item ranged from 1972 to April 27, 1977. Figure 9 is a graphical summary of the time periods identified by the ninety-eight (44%) who responded to this item.

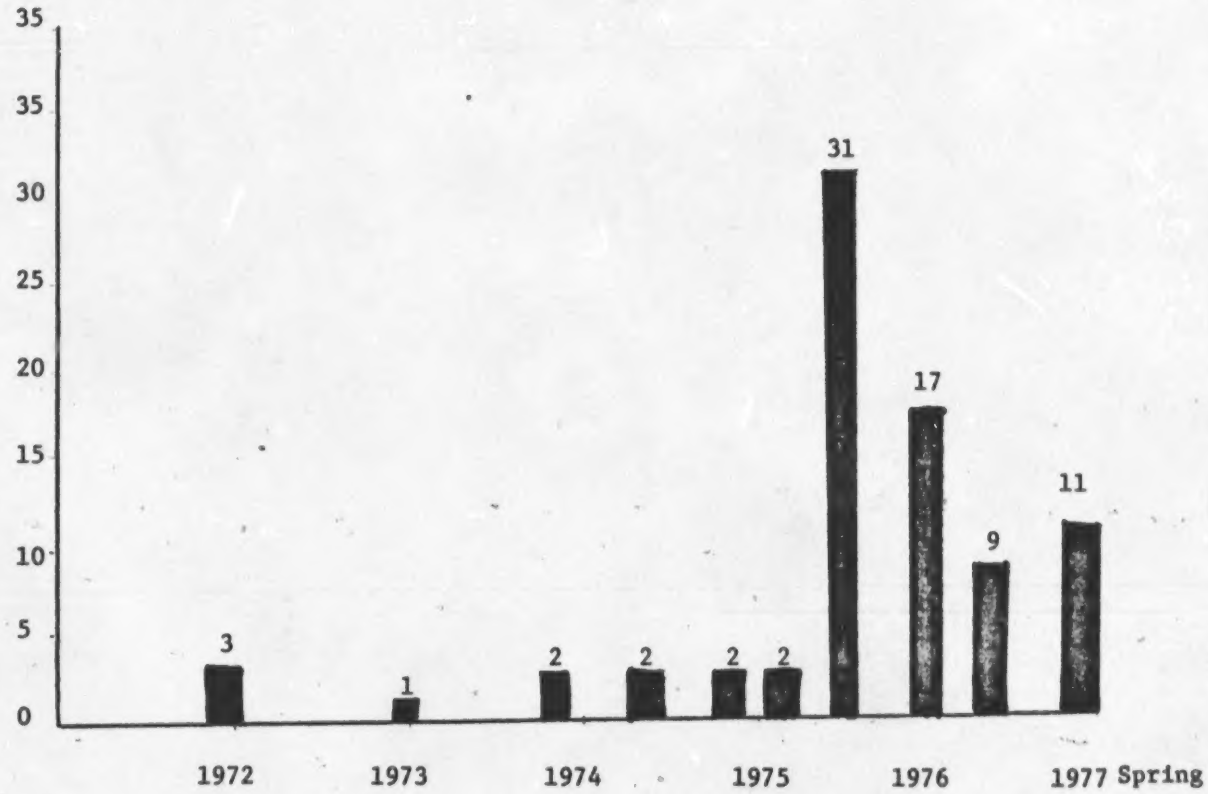
These data are also consistent with the timing of the SBTE project dissemination activities. The first and largest increase occurs during the 1975-76 school year, which was the project's first year. Further increases in initial awareness were made during the second year.

Unfortunately, there is not sufficient specificity in the responses to match these data to the classic S curve for innovation diffusion; however, it is certain that during the two years of the project, new individuals were constantly added at the initial awareness level.

Question 4: Where did the respondents hear of SBTE? At the beginning of the project, one of the basic policy questions involved specifying strategies for dissemination of the project's products. Was there an existent network that could be used? Should a newsletter be established? Should the project just wait for requests or have TEA disseminate? Many different approaches

FIGURE 9

Distribution of the Number of Individuals at Each Time Period According to When They First Heard of SBTE



N = 80 (18 not classifiable)

could have been taken.

A part of the September '75 survey was designed to assess the communication possibilities. That report concluded:

> The responses show that the current state of the networking is indeed grim -- few individuals know of the activities of other Teacher Centers nor are they in contact with more than a few, if any.... The additional data from this questionnaire indicates that the communication channels of face-to-face contact and professional conferences are already in use to provide some contact between members of different Teacher Centers (Hall, Loucks, & George, 1975, pp. 29-30).

In its dissemination strategy, the project staff then emphasized face-to-face communications by creating Task Forces and maintaining a high level of responsibility for its Advisory Board; they also organized materials and presented at many local, regional, and state professional meetings.

A third follow-up question to the respondents who reported having heard of SBTE in the present survey was, "If you have, where?" Table 3 summarizes the frequencies of the various information sources listed. One hundred forty-three (64%) individuals responded to this item; eight responses (6%) were not usable.

TABLE 3

Frequency of Sources Identified for First Hearing About SBTE

Teacher Center Board Meeting	7
Teacher Center Meeting	47
Professional Meeting (TSTA, TEA, TATE)	35
SBTE Board or Task Force Member	7
SBTE Conference/Workshop	10
Professional Literature	11
Mailings	5
Module Field Test	2
Institution Meeting	5
University Class	5
Direct Contact with SBTE Staff	6
Discussion with Professional Colleague	7

The highest tallies are for personal contact or professional meeting activities.

Apparently the face-to-face and meeting-oriented dissemination strategy worked, especially the deliberate involvement of a representative from each Teacher Center.

Question 5: What is the level of awareness and use of SBTE project products? During the two years of the project, many products have been developed. A series of reports and modules have been produced and made available. In this questionnaire, the products were listed and the respondents were asked to mark on a Likert scale their degree of use of each product. The findings from this question are presented as Table 4.

In general, the more recently a product was developed, the less knowledge and use there appears to be. This logical inference is encouraging in that one can have more confidence in doing further analyses of these data.

For example, with the exception of the modules, at least one half of the respondents have at least heard of the products, with an average of 13.6% having looked at each, 15% having read each, and 3.6% having used each.

On the average, 46% of the respondents have at least heard of the SBTE modules, with 9% having read or used them. Again, there seems to be extensive awareness of the SBTE products among the sample.

SUMMARY

As mentioned previously, there is need for caution when interpreting the data presented in this report. The findings suggest several trends in terms of Texas Teacher Center activity and the success of the SBTE project. However, the interpretations must be weighed in light of the characteristics of the

TABLE 4

Indications of Degree of Use of Fourteen SBTE Products
Reported in Percentages

SBTE Products	Never Heard of It	Have Just Heard of It	Have Looked at It	Have Read It	Have Used It	Percent Responding
#1 Project Description and Organization	35%	28%	11%	20%	5%	100%
#2 School Based Teacher Educators: Rationale, Role Description and Research	35%	26%	15%	19%	4%	87%
#3 National Survey of School Based Teacher Educator Credentialing Process	45%	27%	12%	13%	3%	86%
#4 Teacher Centers in Texas: The State of the Scene	38%	25%	17%	16%	4%	87%
#5 Clinical Experiences and Clinical Practice in Professional Education	49%	20%	14%	13%	5%	87%
#6 A Task Analysis of Staff Development Personnel in Selected Public School Districts	50%	24%	14%	10%	3%	87%
#7 Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses	43%	25%	14%	14%	4%	87%
#8 Credentialing School Based Teacher Educators: Basis for Decisioning	50%	23%	12%	13%	3%	86%
#9 School Based Teacher Educator Project: Report of First Year Activities	50%	18%	14%	17%	2%	85%
Module 1 -- Exploring Clinical Practice	54%	23%	14%	8%	2%	85%
Module 2 -- Interpersonal Communications	52%	25%	14%	9%	1%	85%
Module 3 -- Planning	55%	22%	13%	8%	2%	84%
Module 4 -- Collecting Data in the Classroom	54%	27%	12%	8%	1%	83%
Module 5 -- Analyzing Data and Making Data-Based Decisions	54%	27%	12%	7%	1%	84%

respondents and the measure used.

Only 43% of the sample responded to the questionnaire. Thus, nothing can be said for more than 50% of the sample. It seems reasonable to assume that most of the nonrespondents are likely to be less involved in Texas Teacher Centers. Yet, this is still an assumption.

A continuing problem in this study has been identifying specific Teacher Centers. The two independent legislative acts in combination with the many higher education institutions, service centers, and school systems have resulted in a lack of definition of Teacher Centers. If a respondent says that s/he belongs to the "Houston" Teacher Center, this could be one of at least three different Teacher Centers. There is thus no way to accurately associate respondents with particular Centers.

This complicates data interpretation, since the number of respondents from each Teacher Center cannot be clearly determined. Therefore, it is impossible to assess the weighting of a particularly active or inactive Teacher Center that has a disproportionately high or low number of respondents.

All of the above must be taken into account in interpreting the questionnaire data. It is assumed that individuals who are more actively involved are more likely to respond, and so we can also assume that these data probably represent the best possible picture of Teacher Centering and SBTE activity in Texas. The following summary statements and questions are offered within this context.

Texas Teacher Centering

Across the two years of the study, the amount of activity within the Texas Teacher Centers does not appear to have changed, at least as perceived by the respondents. There does appear to have been a decrease in the amount of contact between Teacher Centers. Whether this is due to economic conditions,

a withering of Teacher Center networking, or some characteristic of the sample cannot be determined.

There appears to be a pattern to the membership of Teacher Centers. There seem to be two groups: a core of long-term members and a group of short-term members. An interesting question is, how are the leadership roles and responsibilities of the Teacher Centers assigned across these two groups and for what lengths of time? A lack of shared leadership could explain the short-term cycling in and out of members, but it could also be explained by a desire to involve many different persons in a Center over time.

Results of the SBTE Project

The acronym "SBTE" worked surprisingly well as a tracer. The project dissemination strategy can also be declared a success. The percentage of respondents who "had heard of SBTE" increased dramatically with each succeeding questionnaire. Further, it appears that most of the respondents who had heard of SBTE had a reasonably valid definition of the concept.

The face-to-face/professional meeting dissemination strategy worked well in this situation. Involving one person from each Teacher Center as a contact was also important since many respondents learned about SBTE through Teacher Center meetings. We do not know what would have happened with other strategies, however, it appears that people do not communicate as frequently by nonpersonal media such as reading, and so relying on written documents and/or newsletters would probably not have been as effective.

The SBTE project has created initial awareness and activity across the state, and there is now an established network in relation to SBTE. It will be unfortunate if this capacity cannot be maintained, as is the case with most federally funded initiatives. This would be particularly unfortunate in the light of the extreme and continuing interest in networking that has been

expressed by the respondents.

It is unlikely that the SBTE project actually created a new network. Rather, the more informal network of active teacher educators probably served as the basis for developing a more formalized, expanded network around the work of the SBTE project. Left unsupported, this new capacity will most likely wither.

We have assessed the primary target audience of the SBTE project: pre-service and inservice teacher educators in Texas Teacher Centers. An interesting spinoff study would be to assess the impact of the project on other audiences, such as national Teacher Center efforts and policy makers, as well as school-based teacher educators in other states.

The SBTE project has accomplished an impressive list of tasks in two years. The innovation of SBTE and a set of products have been developed and disseminated. An opportunity for more formal networking across the Texas Teacher Centers has been used to develop and to assist in dissemination of the results to the primary target audience. The available data suggest that the project staff in Houston and the key members of the SBTE/Teacher Center network are to be commended for jobs well done. The major and unanswered question that remains is what will become of this crystallized capability?

References

Hall, Gene E., Loucks, Susan, and George, Archie. Texas Teacher Center Activities and Networking With Special Attention to Activities for Training Supervising Teachers. Evaluation Report. Research and Development Center for Teacher Education, The University of Texas at Austin, 1975.

Houston, W. Robert, Cooper, James M., Warner, Allen R., Johnston, Janet, Stell, Eugenia Ann, and Turner, Sharon. Project Description and Organization, Number 1. Teacher Center, University of Houston, 1975.

Loucks, Susan F. and Hall, Gene E. Texas Teacher Center Activities and Networking With Special Attention to School-Based Teacher Educator (SBTE) Activities: Part II. Research and Development Center for Teacher Education, The University of Texas at Austin, 1976.

APPENDIX A

Teacher Center Questionnaire, Spring 1977

TEACHER CENTER QUESTIONNAIRE

1. Are you currently involved with a Teacher Center? yes _____ no _____

   If no, when did your involvement end? _____, 19__

PLEASE CONTINUE EVEN IF YOU ANSWERED "NO:"

2. Please name the Teacher Center(s) that you are involved with or have been involved with in the past:

   (1) _____ (3) _____

   (2) _____ (4) _____

   If you belong(ed) to more than one, please choose one that you will focus on in your responses to the remaining items. Name the one you have chosen:

   _____

3. How long have you been working, or did you work, with your Teacher Center?

   _____ less than 1 year _____ 1-2 years _____ 3-4 years _____ more than 4 years

4. How often have you been in Teacher Center meetings during the 1976-77 year?

   _____ never _____ once or twice _____ about once every two months _____ once a month or more often

   How often did your Teacher Center Board meet during this year?

   ____ never ____ once or twice ____ about once every two months ____ once a month or more often ____ don't know

5. Do you consider your Teacher Center to be:

   inactive _____:_____:_____:_____:_____ extremely active

6. During this school year, what other Teacher Centers in Texas have you personally had contact with?

   (1) _____ (3) _____

   (2) _____ (4) _____

7. What have been some of the topics discussed through these contacts?

8. Does your Teacher Center collaborate with any other Teacher Center(s)?

yes _____ no _____

If yes, which one(s): _____

_____

_____

_____

9. For how many Teacher Centers in Texas do you have at least a limited knowledge of their activities?

_____ all of them (55-64)
_____ all but a few (45-54)
_____ more than half (35-44)
_____ about half (25-34)
_____ less than half (16-24)
_____ many (11-15)
_____ several (6-10)
_____ only a few (3-5)
_____ a couple (1-2)
_____ none other than my own

10. Have you ever heard of SBTE (other than in our questionnaire)?

yes _____ no _____

If you have, where?

If you have, when?

What does it mean?

11. Have you attended any conferences on Teacher Centers during 1976-77?

yes _____ no _____

If yes, please list them below and underline any at which SBTE was discussed.

12. Do you think that a network of Texas Teacher Centers is a useful idea?

yes _____ no _____

13. What is your knowledge level and/or use of the following SBTE products?

	Never Heard of It	Have Just Heard of It	Have Looked at It	Have Read It	Have Used It
#1 Project Description and Organization	____	____	____	____	____
#2 School Based Teacher Educators: Rationale, Role Description and Research	____	____	____	____	____
#3 National Survey of School Based Teacher Educator Credentialing Process	____	____	____	____	____
#4 Teacher Centers in Texas: The State of the Scene	____	____	____	____	____
#5 Clinical Experiences and Clinical Practice in Professional Education	____	____	____	____	____
#6 A Task Analysis of Staff Development Personnel in Selected Public School Districts	____	____	____	____	____
#7 Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses	____	____	____	____	____
#8 Credentialing School Based Teacher Educators: Basis for Decisioning	____	____	____	____	____
#9 School Based Teacher Educator Project: Report of First Year Activities	____	____	____	____	____
Module 1 -- Exploring Clinical Practice	____	____	____	____	____
Module 2 -- Interpersonal Communications	____	____	____	____	____
Module 3 -- Planning	____	____	____	____	____
Module 4 -- Collecting Data in the Classroom	____	____	____	____	____
Module 5 -- Analyzing Data and Making Data-Based Decisions	____	____	____	____	____

APPENDIX B

Cover Letter, Spring 1977

The Research and Development Center for Teacher Education
University of Texas Austin 78712

April 22, 1977

Dear Colleague:

As you may remember, we have asked you twice during the last fifteen months to participate in our ongoing study of teacher centering in Texas. As a part of this questionnaire survey, we have been exploring your familiarity with the concept of "SBTE" as well as your present involvement or past involvements in a particular teacher center and your knowledge of or relationship to other teacher centers around the state.

Although we have been conducting the study from the Research and Development Center for Teacher Education, we have done so in collaboration with colleagues at the University of Houston who have had funding from the Fund for the Improvement of Post-Secondary Education to explore the concept of school-based teacher education (SBTE) and to develop some SBTE materials. One goal of our mailed questionnaire survey was to evaluate the extent to which the SBTE project was disseminating its work to all of you around the state. That was why we asked each time whether you had heard of SBTE and if so, when this had occurred. Through this part of the survey, we were able to plot the early movement of the SBTE concept and the work of the University of Houston staff and many other involved teacher educators from around the state.

At this time, the SBTE project is nearing the end of its federal funding and we once again ask your assistance in our study. As before, we will be certain to send you a summary of our findings. Although we are sharing the objective of the study with you, we very much need your input if we are to understand more about the dissemination of teacher education ideas within the state of Texas. We need your assistance whether or not you are still involved in your teacher education center. All of the participants in the study were selected because as of two years ago they were involved. One of the key questions for us is to what extent people still are involved in the teacher centers and to what extent there is turn-over. Therefore, your input is needed regardless of your present knowledge of SBTE and regardless of whether or not you are presently involved in a teacher center.

We have attempted to keep the questionnaire brief and yet include the kind of information that will be helpful to us and to the SBTE project as it develops across the state of Texas, and that will also be of interest to you when we return the survey summary.

Would you please take a few minutes and complete the questionnaire and return it in the envelope provided. If you have any questions, please feel free to call either of us and we will be very happy to respond. Thank you again for your help and we look forward to having your input.

Sincerely yours,

Gene Hall

Gene E. Hall, Project Director
Procedures for Adopting Educational Innovations/CBAM Project

Sue Loucks

Susan F. Loucks
Project Associate

P.S. -- If you wish to know more about the SBTE project, feel free to contact Bob Houston, Jim Cooper, or Al Warner at the University of Houston. They will be glad to share with you a copy of the publication list and descriptions of other project activities. In addition, the following members of the SBTE Advisory Committee, some of whom may be in your area or even in your teacher center, are all participating in and are up to date about project activities:

Dr. Robert Anderson
Texas Tech Univerwity

Mrs. Vivian Bowser
Houston Teachers Association

Dr. Anna Dewald
University of St. Thomas

Dr. Dwain M. Estes
Education Service Center
Region 20

Dr. Chantrey Fritts
Abilene Christian College

Mr. Abel Gonzales
Pan American University

Dr. Eugene Jekel
Texas A&I University

Dr. Glenn Kidd
State Consultant, TEA

Dr. Dwane Kingery
North Texas State University

Dr. Joe Klingstedt
University of Texas at
El Paso

Mr. Joe Liggons
Houston Ind. School District

Dr. Joe Pitts
Dallas Ind. School District

Dr. Thomas E. Ryan
Texas Education Agency

Dr. Tom T. Walker
Texas Education Agency